

ACT Board of Senior Secondary Studies

Public Consultation Report 2023

Shape Paper: Outdoor Recreation A/M/V

- This report has been prepared following public consultation.
- All feedback submitted as part of the consultation process has been recorded and analysed.
- The responses to the feedback have been compiled following the deliberations of the Shape Paper writing team.
- Amendments to the Shape Paper have been made where required, as a result of the consultation process.

B S S S

Survey Question	Feedback	Responses to Feedback
1. Which school are you from?	2 responses 1 - Anonymous 2 – UCSSC Lake Ginninderra faculty	
2. The rationale provides clarity about the scope of the course, its distinctive nature, and outcomes for students	1 Five Stars 2 Five stars	Noted
3. Any comments on rationale.	none	
4. The course goals, drawn from the Framework, are clear about the intended learning but allow flexibility.	1 Five Stars 2 Five stars	Noted
5. Recreation Industry: The unit description clearly describes the focus and scope for this unit and informs in the planning of the program of learning.	1 Five Stars 2 Five stars	Noted
6. Recreation Industry: The specific unit goals are clearly outlined and appropriate to the unit.	1 Five Stars 2 Five stars	Noted
7. Recreation Industry: The content descriptions clearly elaborate on the unit description and the specific unit goals.	1 Five Stars 2 Five stars	Noted

<p>8. Recreation Industry: The content descriptions allow flexibility for a teacher to plan a program of learning that addresses the learning needs and interests of their students.</p>	<p>1 Five Stars 2 Five stars</p>	<p>Noted</p>
<p>9. Any comments on the unit 'Recreation Industry'.</p>	<p>1. What is limiting this course from being accredited at at T level 2. None</p>	<p>1. Strong feedback during the first shape paper consultation on this course redevelopment strong rejected a T classification and a new proposal at A/M/V was developed which received endorsement at the Shape Paper stage. 2. Noted</p>
<p>10. Outdoor Recreation Planning: The unit description clearly describes the focus and scope for this unit and informs in the planning of the program of learning.</p>	<p>1 Five Stars 2 Five stars</p>	<p>Noted</p>
<p>11. Outdoor Recreation Planning: The specific unit goals are clearly outlined and appropriate.</p>	<p>1 Five Stars 2 Five stars</p>	<p>Noted</p>
<p>12. Outdoor Recreation Planning: The content descriptions clearly elaborate on the unit description and the specific unit goals.</p>	<p>1 Five Stars 2 Five stars</p>	<p>Noted</p>
<p>13. Outdoor Recreation Planning: The content descriptions allow flexibility for a teacher to plan a program of learning that addresses the learning needs and interests of their students.</p>	<p>1 Five Stars 2 Five stars</p>	<p>Noted</p>
<p>13.b Any comments about 'Outdoor Recreation</p>	<p>1. What is limiting this course from being</p>	<p>1. Strong feedback during the first shape paper</p>

<p>planning.'</p>	<p>accredited at at T level?</p> <p>2. This feedback relates to the Outdoor Recreation A/M/V draft course. 1. In the unit Outdoor Recreation Planning (pg. 26 of the Outdoor Recreation A/M/V draft course document) there are the following competencies requirements for the semester unit: • The following elective competency must be delivered and assessed over the semester: SISOPLN001 Finalise operation of outdoor recreation activities (import from Cert III) This competency is a Cert III and IV CORE competency, and in our opinion, is too high level for the vast majority year 11's and 12's to achieve. Some solutions to this could be one of the following options: - Substitute the following competency in: SISOFLD003 Select, set up and operate a temporary or overnight site (elective competency in Cert III Outdoor Leadership) which can be paired with almost any elective activity and trained and assessed much easier than SISOPLN001 Finalise operation of outdoor recreation activities. - Change the wording to 'may be delivered' rather than 'MUST be delivered' or 'competencies MAY be delivered to meet the packaging requirements' - that way if VET co-ordinators and teachers determine it suitable for their cohort or students, they have that option to deliver, and others can do the compulsory SISOFLD002 Minimise environmental</p>	<p>consultation on this course redevelopment strong rejected a T classification and a new proposal at A/M/V was developed which received endorsement at the Shape Paper stage.</p> <p>2. This proposal was discussed with developers. Thank you. Agreed. Proposals will be implemented.</p>
-------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

impact and an elective competency. 2. The competency SISOABL001 Lead Adventure Based Learning activities in the unit Adventure Learning (pg 30 of the Outdoor Recreation A/M/V draft course document) should be removed from the Certificate II in Outdoor Recreation requirements as it is too high level for year 11 and 12 college students. A suitable solution for replacing this competency, would be to include the elective competency; SISOPLN005 Interpret weather and environmental conditions for outdoor recreation activities. This competency can be delivered in conjunction with any of the outdoor recreation activity electives and is a requirement for any Adventure Based Learning activity (fitting in with the curriculum requirements). Having a competency that can be achieved on any ODR trip activity is a much more feasible option for delivering the number of electives required to meet the package requirements for the Certificate II in Outdoor Recreation.

The following elective competency must be delivered and assessed over the semester: SISOPLN001 Finalise operation of outdoor recreation activities (import from Cert III) This competency is a Cert III and IV CORE competency, and in our opinion, is too high level for the vast majority year 11's and 12's to achieve.

	<p>We appreciate that there are two separate Outdoor Rec / Outdoor Ed courses; one that focusses on Tertiary studies and the other focuses on Vocational. We feel that this is the right decision by the course writers and BSSS to not have both Tertiary and Vocation Education and Training (VET) in the same course. VET requirements differ significantly to Tertiary studies and it is very difficult to link (scope and sequence) tertiary learning with vocational requirements in the same course. Ensuring Tertiary and VET courses are separated also aligns with the majority of other BSSS A/Vocational courses. Having one course focus on VET will help:</p> <ul style="list-style-type: none"> • to strengthen quality of the VET delivery, • assist teacher workload by not requiring teachers to assess and mark tertiary level assignments whilst simultaneously meeting strict VET requirements, and • will also ensure the quality and focus required for tertiary Outdoor education is upheld We really appreciate the BSSS willingness to respond to feedback and communication around the courses. Thanks for your support 	
<p>14. Adventure Learning: The unit description clearly describes the focus and scope for this unit and informs in the planning of the program of</p>	<p>1 Five Stars 2 Five stars</p>	<p>Noted</p>

learning.		
15. Adventure Learning: The specific unit goals are clearly outlined and appropriate.	1 Five Stars 2 Five stars	Noted
16. Adventure Learning: The content descriptions clearly elaborate on the unit description and the specific unit goals	1 Five Stars 2 Five stars	Noted
17. Adventure Learning: The content descriptions allow flexibility for a teacher to plan a program of learning that addresses the learning needs and interests of their students.	1 Five Stars 2 Five stars	Noted
19. Any comments on the unit 'Adventure Learning.	1. What is limiting this course from being accredited at T level? 2. The competency SISOABL001 Lead Adventure Based Learning activities in the unit Adventure Learning (pg 30 of the Outdoor Recreation A/M/V draft course document) should be removed from the Certificate II in Outdoor Recreation requirements as it is too high level for year 11 and 12 college students.	1. Strong feedback during the first shape paper consultation on this course redevelopment strong rejected a T classification and a new proposal at A/M/V was developed which received endorsement at the Shape Paper stage. 2. These proposals were discussed with developers. Thank you. Agreed. Proposals will be implemented.
20. Leadership in Outdoor Recreation: The unit description clearly describes the focus and scope for this unit and informs in the planning of the program of learning.	1 Five Stars 2 Five stars	Noted

<p>21. Leadership in Outdoor Recreation: The specific unit goals are clearly outlined and appropriate.</p>	<p>1 Five Stars 2 Five stars</p>	<p>Noted</p>
<p>22. Leadership in Outdoor Recreation: The content descriptions clearly elaborate on the unit description and the specific unit goals.</p>	<p>1 Five Stars 2 Five stars</p>	<p>Noted</p>
<p>23. Leadership in Outdoor Recreation: The content descriptions allow flexibility for a teacher to plan a program of learning that addresses the learning needs and interests of their students.</p>	<p>1 Five Stars 2 Five stars</p>	<p>Noted</p>
<p>24. Any comments on the unit 'Leadership in Outdoor Recreation'.</p>	<p>1. What is limiting this course from being accredited at T level? 2. None</p>	<p>1. Strong feedback during the first shape paper consultation on this course redevelopment strong rejected a T classification and a new proposal at A/M/V was developed which received endorsement at the Shape Paper stage. 2. Noted</p>
<p>25. The specific unit goals and content descriptions of the 'Independent Study' unit allow flexibility for a student and teacher to plan a study that addresses the learning needs and interests of the student.</p>	<p>1 Five Stars</p>	<p>Noted</p>

<p>26. Any comments on the Independent Study unit.</p>	<p>1. What is limiting this course from being accredited at T level?</p> <p>2. none</p>	<p>1. Strong feedback during the first shape paper consultation on this course redevelopment strongly rejected a T classification and a new proposal at A/M/V was developed which received endorsement at the Shape Paper stage.</p> <p>2. Noted</p>
<p>27. VET: The chosen training packages and qualifications are suitable for delivery in schools.</p>	<p>1 Five stars</p> <p>2 Three stars</p>	<p>Notes</p>
<p>28. VET: The Competencies allocated to each unit allow for clustering that aligns with A/M content.</p>	<p>1 Five stars</p> <p>2 Four stars</p>	<p>Noted</p>

B S S S